

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	<small>Place date stamp here</small>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Fort Worth ISD	220905			
Vendor ID #	ESC Region #			
1-756001613-5	XI			
Mailing address		City	State	ZIP Code
100 N. University Dr.		Fort Worth	TX	76107
Primary Contact				
First name	M.I.	Last name	Title	
Tracy		Marshall	Senior Officer	
Telephone #	Email address		FAX #	
817-814-2281	Tracy.marshall@fwisd.org		817-814-2285	
Secondary Contact				
First name	M.I.	Last name	Title	
David		Saenz	Executive Director	
Telephone #	Email address		FAX #	
817-814-2361	David.saenz@fwisd.org		817-814-2307	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Elsie		Schiro	Chief Financial Officer
Telephone #		Email address	FAX #
817-814-2281		tracy.marshall@fwisd.org	817-814-2285
Signature (blue ink preferred)		Date signed	

 8/21/17

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.		NA	
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Fort Worth Independent School District (FWISD) proposes to enhance and expand the healthcare professional career cluster at Oscar Dean Wyatt (ODW) High School so that students attending this Title I campus will have access to the latest technology, labor market and career information, innovative skills, and knowledge of the healthcare program of study -- specifically the **health therapeutic services pathway**.

In Tarrant County, there is anticipated job growth of 5.5% in the healthcare related industries by 2018; the highest projected number of jobs in the area due to the growing demand for services. The demand for these jobs is high with middle-skill jobs currently taking 50% longer to fill than regional average duration for open positions (New Skills at Work, 2015). If this project is awarded, first year funds will be used to strengthen the talent pipeline to meet these needs. This project will serve to strengthen the first rung of the career ladder so that more low-income, low-skilled students can effectively prepare for and eventually earn middle-skill credentials.

The healthcare delivery system is one of the largest sectors in the Dallas Fort Worth (DFW) region and presents many opportunities for students who want to advance their careers. Healthcare has the largest concentration of middle-skill positions and is among the highest-paying industries. FWISD proposes to prepare 20 students as patient care technicians and increase enrollment from 295 to 340 in the career cluster by August 2018. Currently, ODW also certifies students as Certified Nurses Assistants (CNA). In future years, ODW students will also receive certifications as Medical Assistants (MA) and Licensed Vocational Nurses (LVN). In partnership with Tarrant County College District (TCCD) Trinity River campus, it is anticipated that an agreement will be signed between TCCD and FWISD to establish an Early College High School (ECHS) to provide educational bridges to help students in the health therapeutic pathway to Registered Nurse (RN).

ODW High School was selected to be served by this grant program due to the urgency to improve the relevancy and rigor of academic offerings to the more than 1300 students who attend this low income, diverse, urban comprehensive high school. 52.8% of the students are Hispanic, 35.2% African American, 9% Asian, 2.1% White and .9% other. 70.2% students are economically disadvantaged and **83.3% are at risk of dropping out of school before graduation**. Of the students participating in the health professions pathway, over 94% are economically disadvantaged.

The need to offer opportunities to extend student's education goals beyond high school must be met with certification programs like these in the healthcare professions. These programs are hands-on, engaging, and are attainable to students with new learning models that use technology and project based learning to bring knowledge to application. Last year, only 34% of ODW graduates enrolled in a Texas Institution of Higher Education (IHE). Enrollment in Advanced Placement (AP) courses is also extremely low with only 11.3% of ODW students passing some type of AP exam compared to 49.1% of the state's outcomes. No students passed math or science AP exams at ODW in 2015. The annual dropout rate for 2014-2015 was 5.2% of ODW students compared to only 2.9% of FWISD students from across the district.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

ODW High School will offer the **Health Therapeutic Services Pathway** or program of study with a sequence of courses that are aligned to high-demand occupations in the healthcare industry as identified by Workforce Solutions for Tarrant County. In 2017-2018 the following sequence of courses will be offered to ODW students to earn certification as a **Patient Care Technician**:

9th Grade: Medical Terminology10th Grade: Principles of Health Science11th Grade: Health Science/Clinical and Pathophysiology12th Grade: Practicum and Anatomy/Physiology

Possible dual credit courses include medical terminology, anatomy/physiology, pathophysiology and the practicum. Currently, the certification process is based on book knowledge and classroom instruction. Teachers are needing additional resources to make the courses more interactive, to create simulations and provide for practical, applied learning opportunities for students in the program. Educating and improving the competency of healthcare providers demands a wide range of quality training tools that meet most training requirements. Plans are to use the funds from this grant to purchase patient simulators, manikins, and other lifelike reproductions with complete systems for training on venous/arterial access for intravenous therapy and other common procedures in the healthcare field.

In subsequent years, the plan is to offer certification as a **Medical Assistant** include medical terminology, principles of health science, health science theory/clinical, practicum and pathophysiology including offering dual credit options. In collaboration with Tarrant County Community College District (TCCD) ECHS, the plan is that in the third year the addition of **Licensed Vocational Nursing** would include LVN coursework at TCCD in the senior year as well as dual credit options and internships with local health care providers.

Fort Worth ISD will partner with (TCCD) Trinity River Campus located in downtown Fort Worth. TCCD has located all of the Health Science offerings at this campus including nursing. **The Center for Health Care Professions** at TCCD brings together nursing and several allied health programs that support health care services industry. The fully accredited program produces licensed professionals who are ready to enter the workforce. The campus provides for a simulation hospital offering real world experience to students, multiple learning opportunities with varied and complex conditions, increased exposure to bedside care situations, and increased opportunities for collaborations and internships. This campus is located close to the Fort Worth medical district. TCCD will collaborate with Tarleton State University (TSU) to allow students to complete their RN at TCCD and then transition to TSU to complete their RN-BSN.

Fort Worth ISD will collaborate with **John Peter Smith (JPS) Health Network** in downtown Fort Worth to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. This partnership will include JPS guest lecturers at both ODW and at the hospital, tours of specialty areas within the JPS Network, and participation in JPS's Junior Volunteer Program. The Volunteer Program is for 8 weeks in the summer and provides for hands-on experience for aspiring medical professionals ages 15 and 16 who apply and are accepted into the program.

FWISD is committed to the sustainability of gains made through Perkins Reserve Grant program. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards. Additionally, the CTE leadership team has been careful to choose sustainable activities for implementation. These strategies will be reviewed annually and shared with any new faculty members. Community and social service partnerships built through this project will be sustained beyond its ending date, and the work done now to build a strong IHE partnership will pay off indefinitely. A **40% match** is provided to the project from local resources.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$20,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,395	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$69,605	\$	\$	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$	\$	\$30,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$3,750
This is the maximum amount allowable for administrative costs, including indirect costs:	

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 220905			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional				
1				
2	Educational aide		\$	\$
3	Tutor		\$	\$
Program Management and Administration				
4	Project director		\$	\$
5	Project coordinator		\$	\$
6	Teacher facilitator		\$	\$
7	Teacher supervisor		\$	\$
8	Secretary/administrative assistant		\$	\$
9	Data entry clerk		\$	\$
10	Grant accountant/bookkeeper		\$	\$
11	Evaluator/evaluation specialist		\$	\$
Auxiliary				
12	Counselor		\$	\$
13	Social worker		\$	\$
14	Community liaison/parent coordinator		\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	TitleProject Development Specialist	15%	\$	\$10,000
22	TitleSenior Evaluator	15%	\$	\$10,000
23	Title		\$	\$
24	Subtotal employee costs:		\$	\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay		\$	\$
26	6119 Professional staff extra-duty pay		\$	\$
27	6121 Support staff extra-duty pay		\$	\$
28	6140 Employee benefits		\$	\$
29	61XX Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs		\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$	\$20,000

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 220905		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Equipment Installation and Training	\$5,395	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$5,395	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$69,605	\$10,000
Grand total:		\$69,605	\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 220905			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$0	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1271	94.8%	PEIMS 1617 Fall Submission
Limited English proficient (LEP)	322	24.0%	PEIMS 1617 Fall Submission
Attendance rate	NA	91.5%	2015-2016 TAPR Report
Annual dropout rate (Gr 9-12)	NA	5.2%	2015-2016 TAPR Report
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	46.9	45.8%	2015-2016 TAPR Report
6-10 Years Exp.	15.0	14.7%	2015-2016 TAPR Report
11-20 Years Exp.	17.6	17.2%	2015-2016 TAPR Report
20+ Years Exp.	10.0	9.8%	2015-2016 TAPR Report
No degree	2.0	2.0%	2015-2016 TAPR Report
Bachelor's Degree	60.5	59.1%	2015-2016 TAPR Report
Master's Degree	38.9	38.0%	2015-2016 TAPR Report
Doctorate	1.0	1.0%	2015-2016 TAPR Report

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										512	355	291	294	1,452

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	1	1	4

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220905 Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD has adopted the Texas Accountability Intervention System (TAIS) for both the district level Comprehensive Needs Assessment (CNA) and the campus-based CNA process. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school. When conducted thoroughly, the CNA tool provides ODW staff and CTE leadership with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process, not an event. ODW staff used the CNA tool to focus on several areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organizations; and technology.

The staff at ODW conducted the TAIS CNA involving staff, students, parents, their technical assistance provider and community partners. A PowerPoint presentation was used to explain how to conduct a CNA and what data sources could be used. Committees were formed on a volunteer basis and every committee had a minimum of three participants. The committees met numerous times to discuss their specific area of need. Action steps and strategies were considered and defined. Student demographic and assessment data were key data sources that the ODW committees used to construct a local profile of needs at the school. The committees used numerous data sources including Campus Snapshot data, PEIMS data, ADQ campus data packet, Attendance, Report cards, AEIS, TAPR, Value Added, parent surveys, teacher and staff climate surveys, and student focus groups and interest surveys. Once all the committees had met and reviewed the data, the campus needs were determined and presented to the entire staff as a decision making source for the CEIP, and as a way of determining specific needs for this project.

This process informed the programs of study and career cluster selection process including the decision to build upon the current healthcare professional cluster established at the school based on a number of reasons including: **student and family interest, gaps in CTE program offerings, overall job growth, middle-wage growth projections and the ability and opportunity to leverage partnerships with TCCD and local businesses.** Other healthcare related programs of study offered in the district at other campuses are more fully developed with strong partnerships established with area universities and hospital systems. While these programs are strong, they are at capacity. As a community, we are still not meeting the growing demand for jobs in the healthcare market. The program at ODW currently serves between 30 and 40 students at the senior level, but has a capacity to serve more than 80 to 100 students at the senior level if the school and district leadership is able to acquire the necessary resources to attract students to this program of study and build upon promising partnerships already in the planning stages.



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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase number of ODW students certified as Patient Care Technicians from 0 to 20 by August 31, 2018.	By creating a simulation lab, the Health Science student at O.D. Wyatt will be able to practice their clinical skills on a daily basis. This hands-on practice will give the students multiple opportunities to bridge the learning that is occurring in the classroom with real-world experiences in a safe, controlled environment. Through this hands-on practice, the students will be better prepared for the PCT certification examination.
2.	Increase number of ODW students enrolled in the career cluster pathway from 295 to 340 by August 31, 2018.	The establishment of a simulation lab at O.D. Wyatt will create an environment that will encourage current 8 th and 9 th graders to choose the Health Science Pathway as their program of choice. An on-campus simulation lab highlights the in-demand nursing career and gives students the opportunity to see the exciting field of health care without leaving their school environment.
3.	Increase the number of ODW seniors who report plans to work in a healthcare related industry or to continue postsecondary education in a related field by August 31, 2018.	The creation of a simulation lab at O.D. Wyatt will increase the enrollment in Health Science and increase the number of certifications received by the Health Science students. Both of these increases will prepare higher numbers of O.D. Wyatt students for careers in health care after high school graduation.
4.	Increase the number of ODW students who report opportunities to experience out of classroom experiences with industry partners by August 31, 2018.	The partnerships with John Peter Smith Hospital, Texas Christian University and University of North Texas Health Science Center School of Medicine Junior Medical School Summer Camp, Tarrant County College Early College High School Designation, and Village Creek Nursing Home and Rehabilitation to provide for a variety out of classroom, hands-on experiences with mentors, health professionals and industry leaders.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director, CTE	Master's Degree in Educational Administration, experience leading and managing a CTE program in a large urban setting, proven track record of managing federal, state and local budgets and resources, experience with managing a high performing team of CTE professionals
2.	ODW Principal	Master's Degree in Educational Leadership, at least 10 yrs experience in learning methods, leadership methods, classroom instruction, and curriculum development.
3.	Coordinator, CTE Healthcare Sector	Prefer Master's Degree in a Health Profession with highest preference to a person with a degree from a school of nursing, experience with project and program management, understanding of dual credit curriculum and instruction, coordination experience with previous projects, prior teaching experience with preference to CTE coursework
4.	ODW Counselors	Master's Degree in Social Work, completion of a certification from a school counseling preparation program, at least 2 yrs. teaching experience, minimum score of 240 on school counseling exam.
5.	Teachers	Understanding of dual credit curriculum and instruction, coordination experience with previous projects, credentials in the area of instruction, prior teaching experience with preference to health profession in CTE coursework

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By August 2018, increase the number of ODW students certified as Patient Care Technicians (%) from 0 to 20	1. Purchase simulation equipment	12/01/2017	01/01/2018
		2. Update instructional practices	12/01/2017	03/01/2018
		3. Recruit and enroll students in ACT class	08/01/2017	08/31/2018
		4. Retain students in program	08/01/2018	08/31/2018
		5. Provide out-of-classroom experiences	01/01/2018	08/31/2018
2.	By August 2018, increase the number of ODW students enrolled in the career cluster from 295 to 340.	1. Promote program to students	08/01/2017	08/31/2018
		2. Recruit 8 th grade students	08/01/2017	08/31/2018
		3. Plan with IHE and industry partners	08/01/2017	08/31/2018
		4. Introduce dual credit options	08/01/2017	08/31/2018
		5. Increase rigor/relevance of courses	08/01/2017	08/31/2018
3.	By August 2018, increase the number of students who report plans to work or enroll in post-secondary education in a related healthcare field.	1. Introduce students to employers	08/01/2017	08/31/2018
		2. Schedule field trips to job sites	08/01/2017	08/31/2018
		3. Participate in college fairs and apply for summer programs	08/01/2017	08/31/2018
		4. Visit colleges and attend summer programs	08/01/2017	08/31/2018
		5. Invite industry leaders to classes to co-teach and provide technical assistance of the design of the simulation lab curriculum and instruction.	08/01/2017	08/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD continually monitors data related to Career and Technical Education (CTE) outcomes for students. Developing a workforce of teachers who are student- and customer-centered is a key strategic goal for the District. Within that goal, the District has aligned key strategic objectives, strategies identified for meeting the objectives, and associated measures for discerning progress towards those objectives. The CTE Department designed SMART goals aligned with building and supporting a student- and customer-centered teacher workforce, and progress towards those goals is reviewed on a quarterly basis by the department leadership. The Executive Director of CTE reports progress towards the District and grant goals to the Chief Academic Officer. As these goals are reviewed on a quarterly basis, CTE adjusts programs and resources to maintain alignment with and progress towards the District's and grant overall goal.

District staff in Grant Compliance and Monitoring manages the evaluation of program implementation and program impact on target populations. As such, Grant Compliance and Monitoring staff provides formative and summative feedback, also aligned with the District's key strategic goals, throughout the implementation of the program. The feedback ranges from analyzing student indicators of success (i.e. testing, dropout rates, graduation, absenteeism, college going) to stakeholder voice (i.e. student and educator surveys, focus groups). Grant Compliance and Monitoring reports these data to program managers on a regular, scheduled basis, which in turn provides program managers with the information they need to inform District leadership and the community. This support is part of the in-kind contribution to the grant.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on evaluation findings, FWISD is committed to the sustainability of gains made through Perkins Reserve Grant program. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards. The Perkins Reserve Grant Team, facilitated by the Senior Officer of Grants and Development will lead the search for funding to support aspects of the project that require ongoing support. The Executive Director of CTE and ODW Principal will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research models selected are based on building capacity for **systemic** progress and growth.

Additionally, the CTE leadership team has been careful to choose sustainable activities for implementation. These strategies will be reviewed annually and shared with any new faculty members. Community and social service partnerships built through this project will be sustained beyond its ending date, and the work done now to build a strong IHE partnership will pay off indefinitely. A **40% match** is provided to the project from local resources.

The Perkins Reserve grant management team, made up of the Executive Director of CTE, Principal, CTE Coordinator, counselors, teachers, the project evaluator and grant project development specialist, will develop a detailed **Action Plan** for project activities and will meet monthly to review project program through this plan. The individuals will serve as the implementation support team, working day-to-day on the implementation plan, and will review formative evaluation data, problem solve implementation difficulties, and monitor expenditure of funds.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative Analysis: Student Achievement Data	1.	# of students identified for Health Therapeutic Services Pathway
		2.	# of students eligible to enroll in Pt Care Tech, LVN, CAN, MA programs
		3.	# of students enrolled in Healthcare career cluster
2.	Document Review	1.	TCCD ECHS Submission
		2.	TCCD / FWISD signed and executed MOU
		3.	Signed and executed contract with industry partner
3.	Stakeholder Surveys	1.	Improved/Maintained positive perception of school leadership and climate
		2.	Student: Climate & College/Career Aspiration
		3.	Teacher: PLC/PDM Feedback Surveys
4.	Quantitative Analysis: District Accountability Data	1.	# of healthcare students taking TSI
		2.	% of healthcare students meeting TSI standard
		3.	% of healthcare students with complete CTE sequence
5.	Observations & Portfolio Review	1.	Teacher & Classroom / Lab Observations
		2.	Lesson Plan Review: Use of Simulation Lab

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning, implementation, and evaluation of project activities:

Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. Both products and systemic processes will be implemented ensure the intended results. Student and staff engagement with the products and processes will be collected through qualitative data. These qualitative data will be catalogued and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported to the advisory teams quarterly to identify successes as well as possible modifications to the process or implementation of product.

Participatory involvement and Professional development activities:

Involvement in activities by community/industry partners, parents, principals, teachers, and students will be gathered through surveys determining the extent of engagement and change in climate indicators. Additionally, participation and activity logs will be collected to determine level of participation. These data will be reported quarterly to the advisory committee to identify areas of success and challenge.

Provided services:

Data for provided services will be collected through the Budget Office, campus advisory committee meetings, and professional development logs. These data will be submitted to the campus advisory committee. The extent of product success will be assessed through focus groups and/or surveys. These qualitative data will be reported to the advisory committee during their quarterly meetings.

Curriculum and Instruction

The extent of curriculum and instructional transformation will be collected at the student level through lesson plan review and in-person observation. Additionally, data such as learning minutes and training logs will be reported to the campus advisory committee. Parent, student, principal, and teacher engagement will be collected through the District Stakeholder Survey. Together, these data will be used by the various campus groups and the District advisory committee to evaluate the implementation of the grant and the improvement of student success.

Recommendations and modifications:

Periodic feedback will be provided during monthly campus advisory meetings with each grant area being discussed at least quarterly. Recommendations and modification will be reported and discussed during all meetings.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In Tarrant County, there is anticipated job growth of 5.5% in the healthcare related industries by 2018; the highest projected number of jobs in the area due to growing demand for services. The demand for these jobs is high with middle-skill jobs currently taking 50% longer to fill than regional average duration for open positions (New Skills at Work, 2015). If this project is awarded, funds will be used to strengthen the talent pipeline to meet these needs. This project will serve to strengthen the first rung of the career ladder so that more low-income, low-skilled students can effectively prepare for and eventually earn middle-skill credentials.

The healthcare delivery system is one of the largest sectors in the Dallas Fort Worth region and presents many opportunities for students who want to advance their careers. Healthcare has the largest concentration of middle-skill positions and is among the highest-paying industries. FWISD proposes to prepare 20 students as patient care technicians and increase enrollment from 295 to 340 in the career cluster by August 2018. In future years, ODW students will receive certifications as Licensed Vocational Nurses (LVN) and Medical Assistants (MA). In partnership with Tarrant County College District (TCCD) Trinity River campus, it is anticipated that an agreement will be signed between TCCD and FWISD to establish an Early College High School (ECHS) to provide educational bridges to help students in the health therapeutic pathway to earn a Bachelor of Science in Nursing (BSN).

Based on data shared with FWISD leadership by Workforce Solutions for Tarrant County, the entry wages for Nursing Assistants (NA) is \$11.30 per hour or \$23,504. The projected growth is 21.9% in Tarrant County. Medical Assistants earn similar hourly wages but the job growth in Tarrant County is faster at 30.5%. These are great entry-level occupation to begin a career in healthcare. However, with completion of an approved nursing program like ones offered at TCCD Trinity River campus, Licensed Practical and Vocational Nurses (LVN) earn almost \$20 per hour or \$41,018 annually. The job growth for LVN averages 22.8% in Tarrant County. From there, the healthcare industry offers qualifying employee's tuition reimbursement options to become registered nurses, nurse practitioners and other higher paid specialties needed in the industry.

Not all residents are benefitting from the region's growth. In dramatic contrast to the surrounding region's economic prosperity, the city of Fort Worth has a high concentration of poverty in the state. Many of these residents are unemployed or underemployed, preventing them from benefitting from the region's economic growth. This opportunity is disproportionately affecting African Americans and Hispanics, who represent large and growing pool of potential middle-skill workers, just as the region needs to expand its talent pipeline. The demographic figures in the community mirror those of the high school population at ODW High School. 52.8% of the students are Hispanic, 35.2% African American, 9% Asian, 2.1% White and .9% other. However, the concentration of poverty is higher at ODW than the community with over 70.2% students identified as economically disadvantaged and 83.3% at risk of dropping out of school before graduation. Over 94% of targeted program participants are economically disadvantaged.

In order to address the region's workforce challenges and the growing opportunity gap, low-income and low-skill individuals need to be among the region's workforce development priorities. Some employers report difficulty in filling high-demand positions and finding applicants with the right skills. This emerging trend will continue to have challenges over the long term if the region does not expand its talent pipeline as described in this request to fund a pipeline from Nursing Assistant/Medical Assistant to LVN to RN at ODW High School in partnership with TCCD Trinity River Campus. The industry partnerships with John Peter Smith Hospital and university partners will provide incentives and context of real world application for students to target their career path decision-making with greater clarity based on facts and experience.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

ODW High School will offer the **Health Therapeutic Services Pathway** or program of study with a sequence of courses that are aligned to high-demand occupations in the healthcare industry as identified by Workforce Solutions for Tarrant County. In 2017-2018 the following sequence of courses will be offered to ODW students to earn certification as a **Patient Care Technician**:

- 9th Grade: Medical Terminology
- 10th Grade: Principles of Health Science
- 11th Grade: Health Science/Clinical and Pathophysiology
- 12th Grade: Practicum and Anatomy/Physiology

Possible dual credit courses include medical terminology, anatomy/physiology, pathophysiology and the practicum. Currently, the certification process is based on book knowledge and classroom instruction. Teachers need additional resources to make the courses more interactive, to create simulations and provide for practical, applied learning opportunities for students in the program. Educating and improving the competency of healthcare providers demands a wide range of quality training tools that meet most training requirements. Plans are to use the funds from this grant to purchase patient simulators, manikins, and other lifelike reproductions with complete systems for training on venous/arterial access for intravenous therapy and other common procedures in the healthcare field.

Tarrant County College provides CNA training, phlebotomy training, and EKG training to students to prepare them to pass the PCT exam. In subsequent years, the plan is to offer certification as a **Medical Assistant** include medical terminology, principles of health science, health science theory/clinical, practicum and pathophysiology including offering dual credit options.

In collaboration with TCCD ECHS, the plan is that in the third year the addition of **Licensed Vocational Nursing** would be added including LVN coursework at TCCD in the senior year as well as dual credit options and internships with local health care providers.

In addition, FWISD has a Learning Model to grow teachers and learners who:

- Collaborate (cooperate, partner, engage)
- Communicate (read, write, speak, listen)
- Think Critically (analyze, synthesize, problem solve)
- Adapt (technologically, verbally, environmentally)
- Preserver (inquire, learn, seek knowledge)
- Respect (self, others, honor diversity)
- Problem Solve (plan, self-motivate, set goals)
- Serve Others (empathize, care for others, connect)

FWISD has a vision for what learners need. Training teachers on how to engage the learning model into CTE classes is planned for the upcoming school year. The literacy goal, 100x25, means 100% of our young students will read on grade level by 2025. The goals for middle year mathematics and college and career readiness are also achievable as resources are aligned toward these shared learning outcomes.

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Students who complete the Patient Care Technician (PCT) certification prior to graduation from high school are well prepared to complete a post-secondary associate's degree within two to three years of graduating high school. Currently, none of the courses in the PCT strand at O.D. Wyatt is offered in a dual-credit format, but FWISD and the TCCD are developing a partnership that will allow the Health Science students at ODW to obtain several dual-credits prior to graduation. These credits will allow the students to complete their Licensed Vocational Nursing (LVN) certificate within 1.5-2 years post-graduation or their Associates of Applied Science degree in Registered Nursing (RN) within 2-3 years post-graduation. FWISD and TCCD are also working on developing a partnership with Tarleton State University (TSU) to allow students to complete their RN at TCCD and then transition to TSU to complete the RN-BSN coursework within 12 months of receiving the AAS in Registered Nursing at TCCD.

Year	High School Course	Partnering Institution	Partnering Institution Course
9 th	Dual-Credit Medical Terminology	Tarrant County College	HPRS-1206 Medical Terminology
10 th	Dual-Credit Principles of Health Science	Tarrant County College	HPRS-1271 Survey of Professions in Health Care
11 th	Dual-Credit Pathophysiology	Tarrant County College	HPRS-2201 Pathophysiology
12 th	Dual-Credit Anatomy and Physiology	Tarrant County College	BIOL 2401/2402 Anatomy and Physiology I & II
Any	Dual-Credit Psychology	Tarrant County College	PSYC 2301 General Psychology
11 th or 12 th	Dual-Credit English III or IV	Tarrant County College	ENGL 1301 Composition I

Any student that completes the PCT certificate and BIOL 2401, PSYC 2301, and ENGL 1301 will be ready to immediately apply for LVN program entry at Tarrant County College upon high school graduation. The LVN program leads to eligibility to sit for LVN licensure through the Texas Board of Nurse Examiners and the student will be able to complete the required coursework within 12-18 months following high school graduation.

Any student that completes the PCT certificate and the full course work of dual-credit courses will be ready to complete the RN prerequisites within 6 months following high school graduation. The student will then be eligible to apply for RN program entry and begin the RN program the January after high school graduation. The RN program leads to eligibility to sit for the RN licensure through the Texas Board of Nurse Examiners and the student will be able to complete the required course work within 30 months following high school graduation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Fort Worth ISD will collaborate with Tarrant County Community College District's (TCCD) Trinity River Campus located in downtown Fort Worth. TCCD has located all of the Health Science offerings at this campus including nursing. **The Center for Health Care Professions** at TCCD brings together nursing and several allied health programs that support health care services industry. The fully accredited program produces licensed professional who are ready to enter the workforce. The campus provides for a simulation hospital offering real world experience to students, multiple learning opportunities with varied and complex conditions, increased exposure to bedside care situations and increased opportunities for collaborations and internships. This campus is located close to the Fort Worth medical district. TCCD will collaborate with Tarleton State University to allow students to complete their RN at TCCD and then transition to TSU to complete their RN-BSN. Studies report that hospital clinical time can be decreased by 25% with the addition of simulation training lab to a healthcare training program and the combination of simulation lab training with hospital clinical time resulted in statistically significant increases in exit exam scores.

It is envisioned that ODW High School, within three years, will be awarded ECHS designation so that high school students interested in pursuing a career in the healthcare professions in this area of the city will have the same opportunity afforded students living in other quadrants of this large, urban complex. Students would be required to participate in at least one health science course each year. Clinical learning experiences would occur at TCCD as well as during internships. Currently, plans are in discussion for how the two educational organizations would work together to meet the needs of the students and families in this community. TCCD and FWISD have successfully launched together several ECHS concepts by developing a crosswalk of course sequence from secondary to postsecondary education as evinced at Texas Academy of Biomedical Sciences, TCC South FWISD Collegiate High School and Marine Creek Collegiate High School.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

District leadership met with the Chief of Staff and his team at John Peter Smith Hospital to discuss strategies for engaging ODW students with industry experiences. The creation of the workforce pipeline through TCCD and other university partners to prepare students to obtain certifications and degrees is vital for students to prepare for work opportunities at John Peter Smith as well as surrounding hospitals in the medical district.

Fort Worth ISD will collaborate with **John Peter Smith (JPS) Health Network** in downtown Fort Worth to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. This partnership will include JPS guest lecturers at both ODW and at the hospital, tours of specialty areas within the JPS Network, and participation in JPS's Junior Volunteer Program. The Volunteer Program is 8 weeks in the summer and that provides hands-on experience for aspiring medical professionals ages 15 and 16 who apply to and are accepted into the program. Rising 9th grade students will participate in a Junior Medical School summer camp jointly sponsored by TCU and University of Texas Health Science Center School of Medicine to provide opportunities for exposure to hands-on learning early in their education and to encourage students to enroll in the healthcare professions pathway at ODW High School.

JPS Health Network is a \$900 million tax-supported healthcare system dedicated to improving population health in Tarrant County, Texas. The network includes John Peter Smith Hospital, a 573-bed acute care hospital in Fort Worth, home to the county's only Level I Trauma Center and only Psychiatric Emergency Center. Outpatient services are provided in more than 40 clinics and medical home community health centers, including 20 school-based health centers across Tarrant County. In addition, ODW staff currently collaborates with Village Creek Nursing Home and Rehabilitation to provide hands-on opportunities for students preparing to complete the CNA program and will continue to seek other viable industry partners in clinics and rehabilitation centers in their community as their program grows.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The services in this proposal will be supplementary to existing resources and facilities, and work with them in a complimentary way, by providing expanded and enhanced services to more students. Existing local, state and federal resources at the campus include Perkins, Title 1, Morningside Children's Partnership, Sid Richardson Foundation, Fort Worth After School, TCCD, and Education Foundation for Fort Worth Schools. Fort Worth ISD strategy includes sustaining the program through additional grant funds and local funding. The district has committed a 40% match to the program in the first year that exceed the required 20% match and demonstrates the commitment to ensuring the school will continue to meet the goals of the grant after the end of the grant program. The partnership with TCCD will evolve into a Memorandum of Understanding delineating how both entities will support the ECHS over the next ten years while also providing an additional threshold of commitment and resources to the sustainability of the program.

The healthcare equipment purchased with the funds are assets with a long depreciation schedule which will benefit many students over many years; not consumable items that are required to be replaced annually.

"Our commitment is to have all FWISD graduates be college-and-career ready," said Superintendent Kent P. Scribner. Two propositions are on the ballot for November 2017 and if passed would enable FWISD to maximize state funding which in turn allows the district to present a neutral tax rate bond solution. The District is expected to approach 90,000 students by 2020, and this current bond program addresses both the growth needs (new schools & classrooms) and a critically needed educational upgrade for our high schools including improvement to CTE classes and programs.

A Long Range Facilities Master Plan advisory group made up of educators, parents, and community leaders developed the proposed \$750 million bond program. The group met over a period of six months and looked at what FWISD schools needed to meet the demands of a 21st century workplace. The Executive Director of CTE and the Senior Officer in Grants and Development participated in these planning sessions and provided input into how these plans could be sustained and supported into the future.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

N/A

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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